



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Milepost 270, Highway 70, San Carlos, AZ 85550

San Carlos Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Not Met
2003-04	Not Met

School Improvement Status ^(b)

2005-06	Restructure(Impl)
2004-05	Restructure(Impl)
2003-04	Restructuring

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. David J. Pastor
 Schedule : 07:30 AM to 04:30 PM
 Grades : 9-12
 Web Address :
 Phone Number : (928) 475-2378
 Fax Number : (928) 475-2697
 E-mail : dpastor00@hotmail.com

Mission

Philosophy: Learning springs from the enthusiasm and dedication of students, families and teachers. Mission: SCHS exists to meet the educational needs of all children, and to provide opportunity for a comprehensive experience for all students.

School / Academic Goals

- ü Reading, Writing, Math, Pathways towards Educational Excellence, is focused on a comprehensive education program that builds on the existing educational infrastructure and prepares pathways towards educational excellence and success in the future.
- ü All students will demonstrate effective problem-solving skills across the curriculum.
- ü Have everyone achieve proficiency on the AIMS test through the Reading, Writing, Math, & Tutorial programs. Increase the graduations rate by the implementation of a 8-12 drop-out prevention program. Higher expectations for all students at our school.
- ü Attract students regionally to participate in the recently upgraded Vocational Education Department as well as the Jr. ROTC program.

Enrollment

October 1, 2005 School Year Student Enrollment : 324
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- ü Vocational Education
- ü Reading and Writing Across Curriculum
- ü Tutorial Assistance
- ü Co-op and Advanced Classes
- ü SRA Reading Program
- ü AIMS Math Program
- ü Jr. ROTC Program
- ü Twilight School - Credit Recovery

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

The school's responsibilities include high quality curricula and instruction aligned with the Arizona State Standards as well as student performance expectations. Report on an ongoing basis about students' progress in each subject area. Provide opportunities for parental involvement and communications. Provide a safe, orderly environment in which students can learn. Provide assistance to students through small group and individual instruction, as well as innovative strategies and programs.

Parents

Parents responsibility include making sure their children are on time and attend school on a regular basis, supervise homework and study time. Provide a quiet place for their child to work, study, read. Provide necessary materials their child may need for his/her success. Keep an open line of communication with their child's teachers by attending parent/teacher conferences, written communications, etc. Support the school and teachers in maintaining a disciplined environment.

Transportation Policy

The school will provide regular school bus transportation to and from school for the general student body including students with disabilities who require transportation as indicated in their IEPs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü AISES/MESA - 3 Scholarships to Outstanding Students	2002
ü 15 Scholarships Awarded Through the State Universities	2002
ü 22 Scholarships Awarded Through the State Universities	2003
ü 1 Scholarship Awarded to The Merchant Marine Academy	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	79	71130	96	96	95	658	658	701	68	68	23	23	23	13	9	9	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	45	35465	98	98	96	659	659	702	67	67	21	27	27	13	7	7	53	NA	NA	13
Male	34	34	35648	94	94	94	657	657	701	71	71	24	18	18	12	12	12	50	NA	NA	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	--	--	25103	--	--	95	--	--	685	--	--	34	--	--	16	--	--	45	--	--	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	79	79	4241	96	96	90	658	658	679	68	68	39	23	23	19	9	9	39	NA	NA	3
White	--	--	36075	--	--	95	--	--	715	--	--	12	--	--	9	--	--	58	--	--	21
Students with Disabilities	10	10	5862	100	100	71	NA	NA	658	NA	NA	63	NA	NA	15	NA	NA	20	NA	NA	2
Students without Disabilities	69	69	65268	96	96	98	659	659	705	68	68	19	22	22	12	10	10	54	NA	NA	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	78	78	22957	95	95	93	658	658	685	69	69	34	22	22	17	9	9	44	NA	NA	5
Non-Economically Disadvantaged	NC	NC	48173	NC	NC	96	NC	NC	709	NC	NC	17	NC	NC	11	NC	NC	55	NC	NC	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	73018	100	100	97	658	658	703	16	16	6	57	57	23	27	27	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	36181	100	100	97	662	662	708	15	15	4	55	55	21	30	30	65	NA	NA	9
Male	39	39	36816	100	100	96	653	653	699	18	18	7	59	59	24	23	23	62	NA	NA	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	--	--	25801	--	--	96	--	--	683	--	--	10	--	--	34	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	86	86	4389	100	100	93	658	658	675	16	16	9	57	57	42	27	27	47	NA	NA	1
White	--	--	37024	--	--	97	--	--	721	--	--	2	--	--	12	--	--	73	--	--	13
Students with Disabilities	10	10	7170	100	100	85	NA	NA	654	NA	NA	23	NA	NA	47	NA	NA	29	NA	NA	1
Students without Disabilities	76	76	65848	100	100	98	659	659	708	13	13	4	58	58	20	29	29	67	NA	NA	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	84	84	23912	99	99	94	657	657	681	17	17	10	57	57	36	26	26	52	NA	NA	2
Non-Economically Disadvantaged	NC	NC	49106	NC	NC	98	NC	NC	714	NC	NC	4	NC	NC	16	NC	NC	69	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	85	72810	100	100	96	654	654	685	18	18	6	41	41	30	41	41	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	36111	100	100	97	677	677	695	6	6	4	32	32	23	62	62	65	NA	NA	8
Male	38	38	36678	97	97	95	627	627	674	32	32	9	53	53	36	16	16	52	NA	NA	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	--	--	25735	--	--	96	--	--	669	--	--	10	--	--	41	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	85	85	4370	100	100	92	654	654	670	18	18	9	41	41	39	41	41	50	NA	NA	2
White	--	--	36915	--	--	97	--	--	697	--	--	3	--	--	21	--	--	67	--	--	8
Students with Disabilities	10	10	7071	100	100	84	NA	NA	634	NA	NA	24	NA	NA	53	NA	NA	21	NA	NA	1
Students without Disabilities	75	75	65739	100	100	98	659	659	689	13	13	4	44	44	27	43	43	62	NA	NA	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	84	84	23814	99	99	94	653	653	667	18	18	10	42	42	41	40	40	47	NA	NA	2
Non-Economically Disadvantaged	NC	NC	48996	NC	NC	97	NC	NC	693	NC	NC	4	NC	NC	24	NC	NC	64	NC	NC	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	72	13	NA	42	93	30	30	51	65	28	28	52
	Language	79	13	13	42	93	29	29	50	65	32	32	50
	Mathematics	79	26	26	63	93	24	24	50	65	22	22	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 7 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Activity Boosters
- Ü Attendance Policies
- Ü Dress Code
- Ü Discipline Policies
- Ü Curriculum
- Ü Advisory Council - Vocational

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	3	0	0
7 to 9 years	6	1	0	0
10 or more years	9	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	100
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü 4 Computer Labs/Alternative School
- Ü Bio-Tech/Horticultural Lab/Greenhouse
- Ü Student Nursing Lab/Cert. CNA Program
- Ü Construction Tech/Metals Facility

Extracurricular Activities

- Ü Future Farmers of America
- Ü Apache Club
- Ü AISES/MESA
- Ü FCCLA
- Ü National Honor Society
- Ü Future Business Leaders of America
- Ü Football/Basketball/Volleyball/Track

Social Services

- Ü Crisis Intervention
- Ü Recreational Activities
- Ü Substance Abuse Counseling
- Ü Academic/Placement Counseling
- Ü Behavioral Health Counseling
- Ü Anger Management Counseling

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Continuation of aligning curriculum with the Arizona Academic Standards and AIMS. Developing Career Portfolios for each student. Develop a scope and sequence in each subject area.
- Ü Utilization of computer assisted instruction for remediation has resulted in significant gains on both the AIMS testing, as well as the Stanford 9 tests. CAD Program added.
- Ü Graduation rate increased due to add'l student options available such as Alternative School

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	68	89	88	73
Graduation Rate ⁶	68	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school provides support and guidance to at-risk students, to assist with the development of appropriate decision-making and conflict resolution skills. The school employs a Community Liaison staff person, and resource police officer.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

20

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Hitcha Little	(928) 475-2397
Transportation Policy	Charles Kenton	(928) 475-2315
Community Resources	Liz Stevens	(928) 475-2378
School Nutrition Programs	Kathy Logan	(928) 475-2315
Parent Organization	Dennis Sundrup	(928) 475-2378
Student Health/Nurse	Katie Lomayesva	(928) 475-2378

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.